

Addendum #1 (November 19, 2012): Amended Key Terms and Attachment 8 sections to include the requirement that all Levy-funded schools administer MAP in fall and spring beginning in school year 2013-2014. Updated Attachment 8 Innovation requirements, Attachment 8B: Reading/Writing header, and RFI Submission Checklist. Revisions are highlighted in yellow as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

Addendum #2 (November 21, 2012): In Attachment 3: Data Analysis revised page limit from 4 to 6 pages and clarified must discuss math AND/OR science and reading AND/OR writing in Part II: Data Analysis. Altered wording in bullet two of Rating Criteria Data Analysis Summary section. Revisions are highlighted in gray as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

Addendum #3 (December 31, 2012): In Attachment 8: Work Plan Summaries clarified number of measures to include for each area of concentration (see page 24). Revisions are highlighted in blue as an underline (addition) to the original RFI issued on November 6, 2012.

Addendum #4 (January 7, 2012): In Exhibit C: Work Plan Summary Example, replaced “6th-8th grade” with “first-time 9th graders” (expect for South Lake which shall address ALL 9th graders). Extended the deadline to submit questions to OFE to January 9, 2013. Revisions are highlighted in pink as an underline (addition) or as a strikeout (deletion) to the original RFI issued on November 6, 2012.

**City of Seattle Office for Education
Families and Education Levy**

**High School Innovation
Request for Investment
Updated January 7, 2013 (Addendum 4)**

INTRODUCTION

The Office for Education Division (OFE) in the Department of Neighborhoods (DON) is requesting plans from Seattle Public Schools’ (SPS) high schools that seek an investment from the City of Seattle Families and Education Levy (Levy) approved by voters in 2011.

OFE will award up to \$370,000 in Levy funds to Innovation high schools for funding beginning in school year 2013-2014. **Eligible high schools seeking a Levy investment must submit a Request for Investment to be considered for funding.** Levy Innovation high schools awarded Levy funds in the prior RFI cycle do not need to reapply.

OFE is using a two-part process to deliver Levy programming. Part I is a Request for Qualifications (RFQ) process to determine which community organizations may partner with funded Innovation high schools. Schools do not participate in Part I. Part II is a Request for Investment (RFI) process in which eligible high schools apply for Levy Innovation funding through a competitive process. Please see Exhibit A for more information regarding the RFQ and RFI processes.

2011 FAMILIES AND EDUCATION LEVY GOALS

Goals of the 2011 Families and Education Levy:

- Children will be ready for school
- All students will achieve academically and the achievement gap will be reduced
- All students will graduate from school college/career ready

Levy investments will be used to advance the stated Levy goals with a particular focus on closing the achievement gap for low-income students, students of color and English language learners. The Levy goals represent the ultimate purpose for the program investments.

INNOVATION HIGH SCHOOL OVERVIEW

The Levy will invest up to **\$370,000** in **Innovation high schools** during this RFI cycle. Innovation schools are schools that have large concentrations of low-performing students and/or students with multiple risk factors (see “Focus Students” in the Key Terms section of this RFI) and have been selected through a competitive process to receive significant Levy investments. These investments should be integrated into the structure of the schools to allow schools to align academic interventions and support services with specific student needs.

High schools that are successful in the RFI process will receive Levy investments in exchange for achieving specific results related to the Levy Outcomes and Indicators. Each school will propose its own outcome and indicator targets based on the needs of their students. OFE will then coordinate with selected Innovation high schools to finalize outcomes, indicators, and targets based on an analysis of updated school-specific data and performance trends. Barring any exceptions, schools meeting their annual performance targets will continue to receive Levy funding for the remainder of the 2011 Levy (through school year 2018-19).

Innovation schools are eligible to receive between **\$100,000 and \$370,000 in SY 2013-14** depending on assigned funding tiers outlined in the table below. Twenty-five percent of funds awarded are contingent on school’s meeting their outcome and indicator targets. The amount awarded to each school will depend on the level of need and the quality of the plan. The goal of the high school Innovation investments is to give schools the flexibility to implement strategies that meet the needs of their focus students and achieve their outcome and indicator targets.

The following table shows the high school Innovation funding tiers. Funding tiers were determined using multiple factors, including the SPS segmentation level and the number and percentage of students identified at risk, using the school district’s secondary risk factor report.

HIGH SCHOOL INNOVATION FUNDING TIERS
Tier 1 Linkage - \$200,000 - \$370,000 Chief Sealth, Cleveland, Garfield <i>NOTE: Franklin, Ingraham, Interagency, and West Seattle are currently receiving Levy Innovation Funds and do NOT need to participate in this process to continue funding.</i>
Tier 2 Linkage - \$100,000 - \$170,000 Rainier Beach, Seattle World School, and South Lake

KEY TERMS

Outcomes and Indicators

The Levy uses performance measures to determine the impact of Levy-funded strategies on students. “Outcomes” measure progress toward the Levy goals. “Indicators” serve as supporting measures and assess progress toward the Outcomes.

NOTE: All Levy-funded schools must administer MAP in the fall and spring beginning in school year 2013-2014.

Outcomes:

- 9th graders promoting on time to 10th grade
- Students meeting standards on grade-level state tests (e.g. End-of-Course exam in math)

Indicators:

- Students meeting or exceeding typical growth goals in reading MAP
- Students meeting or exceeding typical growth goals in math MAP
- Students passing core courses each semester
- Students absent fewer than 5 days per semester, excused or unexcused
- English language learners making gains on state English proficiency test

College and Career Readiness Outcomes

In addition to the outcomes and indicators above, the City will also track several new college and career readiness outcomes:

- Students graduating on time
- Students graduating with Higher Education Coordinating Board (HECB) requirements for entry into college
- Students completing Career and Technical Education (CTE) course of study before graduation
- Graduates enrolling in post-secondary education
- Graduates with no need for remedial courses in college
- Graduates continuously enrolled in post-secondary education for one year

Focus Students

Innovation high schools identify the first-time 9th grade subpopulations or “focus students” who are struggling academically or at risk of not graduating ready for college and/or a career. Schools implement Levy-funded strategies targeted at improving results for their focus students. Focus students are identified by the following risk factors:

- Failure to meet grade-level standard on state assessments
- Failure to make typical growth on Measures of Academic Progress (MAP)
- Failure to make gains on the state English language proficiency test
- Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam
- Failure of a core course in middle or high school
- Poor attendance, defined by missing 5 or more days per semester, excused or unexcused
- School entry after the beginning of the year

Areas of Concentration

The Levy goals are achieved by making investments in five “Areas of Concentration”. Schools develop and implement strategies in these five areas to improve academic results for their students. Schools’ efforts are then assessed through Outcomes and Indicators tied to the following five different Areas of Concentration:

- A. Math/Science
- B. Reading/Writing
- C. Passing Classes
- D. Attendance
- E. English Language Acquisition

Key Components

“Key Components” refers to elements that are both required and recommended to be incorporated into schools’ service delivery models. The Key Components are research-based elements linked to achieving the Levy goals. The Levy considers the following Key Components as crucial elements to a successful Innovation high school model:

1) 8th to 9th Grade Transition

The transition from 8th to 9th grade is a critical point in a student’s educational career. Students failing 9th grade are much less likely to graduate from high school than their peers who promote on time to 10th grade. Schools addressing 8th to 9th grade transition do the following:

- Work with middle school staff to identify students who need additional support services during transition from 8th to 9th grade
- Educate students and families about what to expect when transitioning from middle school to high school
- Collaborate with other organizations to provide a summer bridge program for a group of focus students
- Provide a freshmen orientation for all incoming 9th graders
- Create intentional strategies to connect 9th graders to their school

NOTE: The Levy may require Innovation high schools to provide 8th to 9th grade transition programming following the second year of Levy implementation (summer 2015). No additional funding will be provided to Innovation High schools to implement the transition programming. High

schools will be expected to allocate funds from their annual award to pay for 8th to 9th grade transition programming.

2) Extended In-School Learning Time

Extended in-school learning time provides students with additional focused instruction from a certified teacher during the week and/or during school breaks. Innovation high schools' extended in-school learning programming should provide:

- More time for students to master targeted academic skills
- Opportunities to build stronger relationships between teachers and students
- More time for planning, data analysis, and appropriate quality professional development for staff
- Opportunities for small group learning
- Standards-based instruction that provides students with the additional math or literacy learning opportunities aligned to their specific academic needs.
- Appropriate assessments daily and weekly to track student learning and determine when modifications in instruction need to be made.

Extended in-school learning time is a particularly effective strategy for improving the academic performance of English language learners (ELL) and students who lack proficiency in academic English. Characteristics of schools effectively serving ELLs include:

- All instructional staff (principal, teachers, and instructional aides) trained in language acquisition instructional strategies.
- A clearly articulated, research-based instructional strategy for English language learners. This includes everything from sheltered-immersion programs to late-exit bilingual classes.
- Supplemental materials that fill in gaps in core curriculum programs for English language learners.
- Appropriate assessments that allow teachers to monitor gains in English proficiency and content knowledge in subjects like math and science.

3) Social, Emotional, Behavioral and Health Support (addressing non-academic barriers to learning and school success)

Barriers to student learning take on many different forms. The Levy intends to provide needed support to focus students by identifying and addressing non-academic barriers to learning, including social, emotional, behavioral or health issues. It is well documented that these types of issues have significant impact on a student's ability to succeed academically. By identifying and addressing the non-academic barriers to learning, schools provide support that students need, particularly at key transition points.

Schools addressing the non-academic barriers to learning may include, but are not limited to, the following strategies:

1. Case Management Support

- Provide intensive case management for focus students with multiple risk factors, as described in the Key Terms/Focus Students section.
- Provide a multi-tiered system of support through collaboration among principals, teachers, family support staff, nurses, school psychologists, counselors, school-based health providers, and/or other community-based providers to address physical and mental health issues.
- Connect students and families to social and health resources and supports in the community.
- Provide support to students and families encountering drug- and/or alcohol-related issues.

2. School and Family Connections

- Train families to access their student's school attendance and academic data (The Source). Facilitate internet access for families without home computers.
- Provide parents with information and resources they can use at home to help their students develop healthy behaviors and build academic skills to improve educational outcomes and be successful in school.
- Provide ongoing support and sustained follow-up among teachers, students, and parents to ensure that learning goals are met.

3. Attendance, Behavior and Discipline Support

- Equip students with the skills and knowledge necessary to recognize and manage emotions, make responsible decisions, solve problems, and establish positive relationships.
- Utilize multi-tiered strategies to address attendance and behavior issues of differing severity.
- Provide students encountering discipline issues with alternatives to suspension.
- Create structures for instructional staff to collaborate with nurses, school psychologists, counselors, Levy-funded school-based health centers and/or other community providers to address students' physical and mental health issues.

4) **Family Involvement**

Family involvement must be integrated into the school's overarching plan. Successful family involvement strategies include those in which the school:

- Ensures families know how to access school attendance and academic data and information on their student (The Source).
- Provides internet access information for families without home computers.
- Provides families with information on what their student should know within each subject, at each grade level (e.g. Common Core Standards).

- Provides families with information regarding the academic skills and habits their student should develop to succeed in school and to get ready for post-secondary opportunities.
- Collaborates with community-based organizations that provide culturally and linguistically appropriate services to students and families (particularly immigrant and refugee families) and help families access these services.
- Conducts student-led conferences with teachers and family members.

5) College and Career Readiness

College and career readiness must be a collaborative process among educators, students and families that allows for exploration of interests and aptitudes, goal setting, mapping out an educational plan and receiving the necessary information and support to achieve success. Innovation high schools must implement a college and career readiness plan. The specific requirements are outlined in Attachment 6: College and Career Readiness Plan. Please read below for the components of a successful college and career readiness plan.

1) Strong Partnerships

- Engage families as partners in their student's college and career planning.
- Increase collaboration among schools, community-based organizations, business, and government to provide internships, work-based learning experiences, and other needed supports.
- Increase collaboration with nearby colleges, universities, and technical schools to promote students' academic preparation, exploration of post-secondary opportunities, and exposure to the skills and knowledge required to be successful in college and in their careers

2) Personalization and Planning

- Provide an adult advocate to help students graduate and matriculate to post-secondary and career technical education opportunities.
- Provide an effective and purposeful curriculum that supports a college-going culture.
- Create a meaningful high school and beyond plan that enables students to set annual goals focused on college and career readiness and to measure progress toward achieving those goals.

3) Education and Exposure

- Facilitate opportunities to build students' and families' college and career knowledge and inform students and families about the admission requirements, including high school courses and standardized testing, needed to pursue various post-secondary options.
- Provide students and families with information about financing post-secondary education opportunities and the technical assistance required to complete the financial aid process.
- Arrange opportunities for students and families to visit college campuses and/or meet with representatives from a range of post-secondary institutions and programs.

4) Case Management

- Provide ongoing, intensive support for students most at risk for failure.
- Work with school staff and other community-based staff to address academic barriers to college and career readiness and planning.
- Connect students and their families to college and career planning resources and supports in the community.

HIGH SCHOOL INNOVATION RFI TIMELINE

EVENT	DATE
RFI Issued	November 6, 2012
RFI Information Session John Stanford Center for Educational Excellence Room 2750 2445 3 rd Avenue South Seattle, WA 98134	November 14, 2012 3:00-5:00 p.m.
District Technical Assistance—Academic Intervention Content Specialists John Stanford Center for Educational Excellence Room TBD 2445 3 rd Avenue South Seattle, WA 98134	November 19, 2012 3:00-5:00 p.m.
District School Data and Reporting Technical Assistance Session with Susan Wright, Executive Director of Technology Services John Stanford Center for Educational Excellence Room 2725 2445 3 rd Avenue South Seattle, WA 98134	December 4, 2012 and December 6, 2012 4:00-6:00 p.m.
Successful RFQ proposals published on OFE website	Week of December 10, 2012
RFQ-Approved Providers and Principals Networking Meeting John Stanford Center for Educational Excellence 2445 3 rd Avenue South Seattle, WA 98134	December 13, 2012 4:00-6:00 p.m.
Final day to ask questions	January 7, 2013 January 9, 2013
Responses Due*	January 14, 2013, 4:30 p.m.
Telephone clarification, as needed	February 4-13, 2013
Responses reviewed and rated	Through February 13, 2013
Review panel and school interviews	February 28 – March 4, 2013
Notice of intent to award RFIs issued	March 15, 2013
Selected RFI list published	April 9, 2013

*Dates following Responses Due date are approximate based on best estimates.
OFE will publish updates to the timeline if needed.

INFORMATION SESSIONS AND RESOURCES

RFI Information Session

OFE will conduct an optional information session. Schools are highly encouraged, but not required to attend. The information session provides an opportunity for OFE to review the RFI submission requirements and for schools to ask questions and clarify any issues. Schools should review the RFI prior to attending the information session and be prepared to raise any concerns at the meeting. Failure to raise concerns over any issues at this opportunity will be a consideration in any protest filed regarding such items that were known as of this pre-proposal information session. Please plan to attend the session and bring a copy of the RFI with you.

Date	Time	Location
November 14, 2012	3:00-5:00 p.m.	John Stanford Center for Educational Excellence Room 2750 2445 3 rd Avenue South Seattle, WA 98134

District Technical Assistance: Academic Intervention Support and Student Data

The district will conduct three technical assistance events to assist applicants during the RFI development process. Academic content specialists will conduct one event discussing selecting and implementing student academic interventions. The second and third events will both focus on accessing and analyzing student data. Applicants are strongly encouraged to attend the academic intervention event and one of the student data events. Please note the timeline on pages 7-8 for dates and times. Please contact the following SPS staff member with specific content-related questions.

Area	SPS Contact
College/Career Readiness	Janet Blanford jblanford@seattleschools.org 206-252-0184
Data	Nicole VanVoorhis njvanvoorhis@seattleschools.org 206-252-0786
Early Learning	Kimberly Kinzer kdkinzer@seattleschools.org 206-252-0093
English Language Acquisition (ELL)	Nancy Burke nburke@seattleschools.org 206-252-0077
Family/Parent Involvement	Bernardo Ruiz bjruiz@seattleschools.org 206-252-0693
Human Resources/ Labor Relations	Terry Meisenburg tmeisenburg@seattleschools.org 206-252-0294
Literacy/Language Arts	Kathleen Vasquez

	kavasquez@seattleschools.org 206-252-0234
Mathematics	Janet Zombro jkzombro@seattleschools.org 206-252-0992
Multi-Tiered Systems of Support (MTSS)	Amy Klainer ajklainer@seattleschools.org 206-253-0695
Special Education	Stacey McCrath smccrath@seattlschools.org 206-252-0807

RFQ Approved Providers and Principals Networking Meeting

OFE in partnership with SPS will hold a meeting with providers approved through the RFQ process and principals interested in applying for the Levy. The purpose of this meeting is to introduce principals to approved providers that they may wish to partner with to implement elements of their RFI proposal. Please see the timeline on pages 7-8 for dates and times. Applicants are strongly encouraged to visit OFE's website to view a list of approved providers (individuals and organizations approved through the RFQ process to contract with schools for amounts exceeding \$5,000) and their Request for Program Information (RFPI) submissions, if provided. OFE will post the list of organizations approved through the current RFQ process to the OFE website (<http://www.seattle.gov/neighborhoods/education/edlevy.htm>) during the week of December 10.

RFI Questions and Answers

If you need further information or have additional questions regarding the RFI, please email Kathryn.Aisenberg@seattle.gov. All RFI questions must be submitted via email by ~~January 7, 2013~~ **January 9, 2013**. OFE will make every attempt to post responses to all received questions within 48 hours or two business days to the following website: <http://www.seattle.gov/neighborhoods/education/funding.htm>.

RFI Materials

All RFI materials including excerpts of previously approved Innovation and Linkage RFIs are available electronically at <http://www.seattle.gov/neighborhoods/education>.

INSTRUCTIONS TO APPLICANTS

Response Guidelines:

Responses to each of the attachments below must follow the page limits specified for each attachment. All narrative responses must be on 8½" X 11" paper, typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, single- or double-sided, page-numbered, with all attachments stapled together.

The following documents, unless noted otherwise, must be submitted to constitute a complete RFI submission:

- 1) Attachment 1: Cover Sheet
- 2) Attachment 2: School Narrative –*Optional*
- 3) Attachment 3: Data Analysis Summary
 - Part I: English Language Acquisition– *Rainier Beach and Seattle World School Only*
 - Part II: Data Analysis
- 4) Attachment 4: Data Sample
- 5) **Attachment 5**: English Language Learner Program – *Rainier Beach and Seattle World School Only*
- 6) Attachment 6: College and Career Readiness Plan – *Innovation Tier 1 Only*
- 7) Attachment 7: School-Based Health Center (SBHC) Plan – *All, excluding South Lake*
- 8) Attachment 8: Work Plan Summaries
 - Attachment 8A: Math/Science
 - Attachment 8B: Reading
 - Attachment 8C: Passing Courses
 - Attachment 8D: Attendance
 - Attachment 8E: English Language Acquisition Program – *Required for Rainier Beach and Seattle World School, Optional for Others*
- 9) Attachment 9: Management and Oversight Plan
- 10) Attachment 10: Annotated Budget

Applicable Attachments 3-10 will be used to evaluate your application for Levy funds.

ATTACHMENT 1: COVER SHEET

HIGH SCHOOL INNOVATION RFI

School Information:

School name:	
School address:	

Principal's Contact Information:

Name:			
Day/Work phone:			
Email address:			
Signature:		Date:	

Additional Staff Member's Contact Information:

Name:			
Title:			
Day/Work phone:			
Email address:			
Signature:		Date:	

ATTACHMENT 2: SCHOOL NARRATIVE –OPTIONAL

***NOTE:** Attachment 2 is **optional**. Schools' narratives will be reviewed by evaluators, but not scored.*

*Responses to the optional School Narrative are not to exceed **2 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments. Responses beyond 2 pages will not be reviewed.*

The School Narrative section is not scored by reviewers. The school narrative serves two key purposes: (1) to provide an opportunity for schools to set the context for how Levy investments would further support their strategies and efforts to improve student achievement, and (2) to help reviewers understand the schools' successes and challenges. Though this section is not scored, RFI reviewers will read applicants' school narrative carefully when evaluating their proposals. Prompts applicants may choose to consider when completing the school narrative section include:

- Please include any background information that will help reviewers better understand your school context and proposed levy strategies.
- What are the unique qualities of your school that should be considered by reviewers when evaluating your RFI?
- What other strategies and partnerships are you currently employing to address the academic and non-academic needs of struggling students and how would Levy dollars further support these efforts?

Please feel free to consult your Continuous School Improvement Plans (CSIP) or, if you are a Priority, Focus, and Emerging School, your Initial Action Plan to the Office of Student and School Success at OSPI when writing your school narrative.

ATTACHMENT 3: DATA ANALYSIS SUMMARY

*Responses to the Data Analysis Summary are not to exceed **4-6 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, page-numbered, single- or double-spaced, single- or double-sided, and stapled with all other attachments.*

Each school must analyze their school's historical data in order to develop a Work Plan for the RFI. Please conduct a thorough analysis of your data to identify which specific student populations are struggling and in what areas. OFE expects that schools will diagnose the specific academic needs of struggling students. For example, identify specific strands within a content area (e.g. phonemic awareness, number sense, reading comprehension, etc.) that schools need to address later as part of your Work Plan.

The High School Innovation investments are focused on first-time 9th graders and all ELL 9th graders. Your analysis should focus on these two populations.

Please email Kathryn.Aisenberg@seattle.gov to request a School Data Report created by the Office for Education reflecting your students' information. OFE strongly encourages schools to consult district Academic Data Warehouse reports, district Risk Assessment Report, and any school-created data reports when answering the questions below. Please feel free to insert graphs, tables, or data excerpts into your narrative, as appropriate, to support your analysis.

Rainier Beach and Seattle World School Only: The Part I: English Language Acquisition section asks for information not included on the School Data Report. You may need to contact ELL Coach Nancy Burke (nburke@seattleschools.org, 206-252-0693) assigned to you by the district to access additional, relevant data.

Please do not include identifiable student information in your submittal. For example, do not include student names, student identification numbers, or birthdates.

You do not need to rewrite the entire question when responding, just the headings in the following order:

- **Part I: English Language Acquisition (*Rainier Beach and Seattle World School only*)**
- **Part II: Data Analysis**

Part I: English Language Acquisition (*Rainier Beach and Seattle World School only*)

Please carefully review your English language learner (ELL) data and answer the following questions:

- 1) What number and percent of your ELL students made gains in English language proficiency on the WLPT II?
- 2) On average, how long are your students enrolled in the ELL program?

- 3) How many of your ELL students have been enrolled in the ELL program four years or longer? If students have been in program for more than four years, explain reasons why?

Part II: Data Analysis

Please analyze your school's data and then answer the questions listed below. Please answer each question in narrative form including graphs, tables, and statistics as appropriate.

All schools must address the areas of #1-Math/Science, #2-Reading/Writing, #3-Passage of Core Courses, and #4-Attendance areas when responding to each data analysis question. Rainier Beach and Seattle World School must respond to #5-English Language Acquisition area as well.

5 Areas of Concentration

1. Math/ and/or Science
2. Reading/ and/or Writing
3. Passage of Core Courses
4. Attendance
5. English Language Acquisition (*Rainier Beach and Seattle World School. Only*)

- 1) **What high-level trends are you observing?** Identify and discuss the key academic and non-academic trends within your school in terms of the Levy Outcomes and Indicators described in the Key Terms section of this document. In what areas/measures are students improving or declining?
- 2) **Which subpopulations appear to be struggling?** Describe which specific student populations appear to be struggling and require academic and/or non-academic interventions. Please reference your data in your response.
- 3) **What are the primary skill gaps or other barriers to success for the subpopulations identified in the previous question?** Please discuss the specific academic and non-academic skills and knowledge your identified struggling subpopulations appear to lack.

ATTACHMENT 4: DATA SAMPLE

Schools **must** provide at least **one example** that demonstrates how the school uses data to identify student needs, assess student mastery, and/or measure progress towards goals. Schools may include samples from quantitative or qualitative data reports used to complete Attachment 3: Data Analysis Summary and/or Attachment 8: Work Plan Summaries or from existing documents used by school-level staff. The data sample(s) do not count towards your response's page limit.

Below is a non-exhaustive list of example data applicants may submit.

- Spreadsheets containing student-level academic data (e.g. MAP, MSP, attendance) and non-academic data (e.g. student demographic information) used to identify at-risk students and determine appropriate intervention strategies.
- Graphs and data analysis summaries showing pre- and post-academic and non-academic outcomes for your students or your program as a whole.
- Data from applicant's quality improvement or self-analysis plans.
- Samples of tracking forms and/or learning and service plans used by staff to monitor progress of students.

Please do **NOT** include the following in your data sample(s):

- Identifiable student information in your submittal (e.g., student names, identification numbers, or birthdates)
- Program flyers and brochures
- Studies or evaluations of your school or programs within your school
- Links to data, studies or reports. Links embedded in the narrative will not be opened and therefore will not be considered as part of the RFI.

Please note the following when submitting your data sample(s):

- Insert a header titled "[Applicant Name] Attachment 4: Data Sample" onto each page.
- Staple data samples in order with the other attachments.

ATTACHMENT 5: ENGLISH LANGUAGE LEARNER PROGRAM
RAINIER BEACH AND SEATTLE WORLD SCHOOL ONLY

*Responses to the questions in the English Language Learner Program are not to exceed **2 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

Please describe your current English Language Learner (ELL) implementation efforts and, as applicable, the program improvements you would enact if awarded Levy dollars or by leveraging other funds. Please provide a rationale for why your proposed changes would improve student outcomes. Please consult your school district ELL coach for support selecting program strategies.

NOTE: As applicable, please describe ELL implementation efforts for both first-time and repeating 9th grade ELL students.

You do not need to rewrite the entire question, just the headings in the following order:

A. Description of ELL Program

B. Other Supports for ELLs

A. Description of ELL Program

Please describe your current ELL program and, as applicable, the improvements you would enact if awarded Levy or other funds in school year 2013-14. Include in this description the following:

1. What instructional model(s) does your school use to support ELLs? How have these models led to improved ELL student outcomes?
2. How is your instructional model designed to support ELLs acquisition of academic English and to ensure students acquire academic content?
3. In the last three years, what professional development in best instructional practices and strategies to support ELL students has the school principal participated in? How does your school principal provide oversight of instruction for English Language Learners? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards)
4. What percentage of your instructional staff (general education teachers, specialists, and para-educators) have received professional development to work with ELL students within the last three years? What kind of professional development have they received? (Examples: Scale Up 100-300, Sheltered Instruction Observation Protocol (SIOP), and English Language Development Standards.)

5. How does your school integrate ELL strategies into core curriculum content delivery? Describe the ways in which your instructional staff (general education teachers and specialists) scaffold lessons and develop appropriate assessments so that, regardless of language proficiency, students may have access to content and be fairly assessed.

B. Other Supports for ELLs

1. What other interventions do you currently provide for ELL students struggling academically (e.g. extended learning opportunities)? What are student outcomes in these programs?
2. How does your school provide ELL parents with information on what their student should be doing to succeed in school, including what to do at home to improve academic outcomes?

ATTACHMENT 6: COLLEGE AND CAREER READINESS PLAN
INNOVATION TIER 1 ONLY

***NOTE:** Only Chief Sealth, Cleveland, and Garfield must complete Attachment 6.*

*Responses to the College and Career Readiness Plan are not to exceed **3 pages** (8½" x 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

Innovation Tier I high schools must implement a college and career readiness plan. The main objective of college and career readiness effort is to ensure students have the knowledge, skills, and support to successfully pursue post-secondary options. The key component aligns directly with the Levy goal to ensure that all students graduate ready for college and/or a career.

Innovation schools will deploy college and career readiness programming to **9th graders beginning in school year 2013-14** and will add a grade level each subsequent school year. Unlike other Levy-funded strategies, college and career readiness programming will eventually serve all grade levels. Schools are encouraged to be creative in determining their college and career readiness programming with the understanding that each plan submitted must address **Requirements #1 and #2** below:

Requirement #1: A comprehensive guidance and counseling model that:

- Provides students with (at least) monthly curriculum-based meetings between advisor and advisees in accordance with best practices.
- Provides for the administration and interpretation of career exploration and interest surveys, college-readiness assessments, etc. (e.g. ACT Plan & Explore, PSAT, COMPASS) with students and students' families/advocates.
- Includes "college knowledge" activities and information related to post-secondary options and financial aid.

Requirement #2: Student-led conferences or other structured opportunities for all students to share academic progress, aspirations and challenges with families and school staff at least once per year.

***Requirement #3:** Case management services to provide additional, intensive support to students with the greatest number of barriers to accessing post-secondary education. Such barriers include poor attendance, failing grades, behavioral problems, very low scores on state standardized tests, and stagnant growth on the State English Proficiency Test.

****NOTE:** Schools are not required to address Requirement #3: Case Management Services in their submitted Attachment 6: College and Career Readiness Plan. The Levy anticipates implementing case management services for 9th graders in school year 2015-2016 with the intent to add a grade level each subsequent year. OFE will release additional information regarding case management programming in the years to come.*

You do not need to rewrite the entire prompt, just the headings in the following order:

A. Plan Overview

B. Community Partners

Please provide an overview of your College and Career Readiness plan. Plans must address Requirements #1 and #2 stated above.

A. Plan Overview

1. Discuss your approach to delivering college and career readiness programming to all students.
2. Describe the curriculum you will use and your implementation model (i.e. small grade-level groups, cross grade-level groups, etc.).
3. Identify which assessment(s) you will administer at each grade level and explain how you will support students and their families to understand their results and develop action plans.

B. Community Partnerships– Answer only if you are working with a community partner to implement any of your College and Career Readiness and Planning strategies.

1. Identify the organization and discuss their role.
2. Describe the organization's specific expertise in helping you implement the strategy(ies). Please include any specific results the organization has previously achieved.

ATTACHMENT 7: SCHOOL-BASED HEALTH CENTER (SBHC) PLAN

NOTE: All schools with the exception of South Lake must complete Attachment 7.

*Responses to the School-Based Health Center (SBHC) Plan are not to exceed **3 pages** (8½" X 11"), typed or word-processed, single- or double-spaced, size 12 font with 1-inch margins, page-numbered, single- or double-sided, and stapled with all other attachments.*

The Levy has two major investments in high schools: Innovation schools and school-based health centers (SBHCs). In order to maximize the Levy investments, Innovation schools and SBHCs must demonstrate how they are working together to leverage these resources. Innovation schools and SBHCs **must** submit a jointly developed plan detailing how they will collaborate to achieve results. Please describe your plan to collaborate with your SBHC to promote student health services and address students' needs.

You do not need to rewrite the entire question, just the headings in the following order:

- A. Collaborative Planning**
- B. Targeted referral and Follow-Up Process**
- C. Data Sharing and Joint Targets**
- D. Logistics**

A. Collaborative Planning

1. How will the SBHC and school communicate with each other about:
 - available SBHC services
 - policies and procedures
2. How will the SBHC and school collaboratively plan with each other and community partners on:
 - health or related initiatives or special projects
 - creating a health promoting school environment
 - joint professional development/staff educational opportunities
 - concerns (specific students, operational issues, etc.)
3. How will the SBHC play a role in:
 - the school's overall plan for academic success, including academic/student support teams and groups within the school
 - family outreach and education
 - emergency and other plans
4. Please identify the intersections between the work of the SBHC and the school nurse, including specifics regarding responsibilities, planning, and communication.
5. How do SBHC staff and the school nurse collaboratively work towards promoting student health?

B. Targeted Referral and Follow-Up Process

1. How will school staff identify and refer students to the SBHC? How will they differentiate the need for a referral to the SBHC vs. another service provider (e.g. care coordinator, mental health provider, community-based organization)?
2. Describe the process for school staff to follow up on referrals made to SBHCs.
3. How will the school receive referrals from SBHC staff for students who need academic support services/other supports?
4. How will school staff follow up/through with referrals from SBHC staff for academic support services/other supports?
5. In addition to making and receiving referrals, what role will the SBHC play in helping to support academic success?

C. Data Sharing & Targets

1. How will the SBHC and school share student information in order to support academic success? What systems are in place to gather and share health and mental health information during transitions from middle to high school for the purposes of continuity of care and support. Consider HIPAA and FERPA requirements when responding.
2. How will the SBHC contribute to your specific Levy targets? Please describe anticipated improvements in students' academic performance.

D. Logistics

1. Who is your key SBHC contact? Who is your key school contact for the SBHC?

ATTACHMENT 8: WORK PLAN SUMMARIES

See table below for cumulative page limits. Documents must be typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.

Having completed a detailed analysis in Attachment 2: Data Analysis of which student populations are struggling, please now describe your work plan for improving student results. Complete the Work Plan Summaries by (1) identifying the specific struggling subpopulations who will serve as your “Levy focus students,” (2) describing the strategies you will implement to improve these students academic performance, and (3) specifying the results you are committed to achieving to measure the effectiveness of your efforts. Work Plan Summaries, with the exception of Attachment 8E: English Language Acquisition, should focus on first-time 9th graders only.

Attachment 8: Work Plan Summaries comprises five distinct plans based on each of the five Areas of Concentration:

- Attachment 8A: Math/and/or Science
- Attachment 8B: Reading/and/or Writing
- Attachment 8C: Passing Classes
- Attachment 8D: Attendance
- Attachment 8E: English Language Acquisition– (required for Rainier Beach and Seattle World School, optional for all other schools)

There are four main requirements for Innovation high schools when completing the Work Plan Summaries. Please read instructions carefully as submission requirements differ for Innovation Tier 1 and Tier 2 high schools. Innovation Tier 2 schools are encouraged to focus their smaller investment on fewer strategies and focus students served to ensure measurable impact.

Summary of Work Plan Requirements

Requirements for completing each work plan	Innovation Tier 1: Chief Sealth, Cleveland, and Garfield	Innovation Tier 2: Rainier Beach, Seattle World School, and South Lake
#1) Areas of Concentration: <u>Guiding Question:</u> In what areas will you focus your strategies?	Discuss 4-5 Areas	Choose 2-3 Areas One Area must be either Math/Science <u>OR</u> Reading/Writing.
#2) Focus Students: <u>Guiding Question:</u> Who will you target with your different strategies?	Identify 1-3 subpopulations per Area of Concentration. <i>Aim to serve ≥100* students.</i>	Identify 1-3 subpopulations per Area of Concentration. Aim to serve ≥75* students.
#3) Outcomes & Indicators: <u>Guiding Question:</u> What measures will you evaluate to know whether your strategies are improving results for your focus students?	Select at least 5 total measures with at least 1 measure per Area of Concentration discussed . Must select either Outcome #1 or #2 from list below.	Select at least 5 total measures with at least 1 measure per Area of Concentration discussed . Must select either Outcome #1 or #2 from list below.
#4) Key Components: <u>Guiding Question:</u> How will your plan include the key elements of effective interventions?	Incorporate 4 Key Components into one or more Area of Concentration	Incorporate 2-3 Key Components into one or more Area of Concentration
Cumulative Page Limit	12 pages	7 pages

*Focus student numbers are rough estimates and will vary considerably depending on outcome/indicators selected (e.g. number identified may be lower for attendance and higher for passing courses), school funding level, and the magnitude of the outcome/indicator results expected.

Key Terms

NOTE: Please review the Key Terms section on page 2 of this RFI for more information on each of the Key Components referenced below.

#1) Areas of Concentration:

- Attachment 8A: Math/~~and/or~~ Science
- Attachment 8B: Reading/~~and/or~~ Writing
- Attachment 8C: Passing Classes
- Attachment 8D: Attendance
- Attachment 8E: English Language Acquisition – (*required for Rainier Beach and Seattle World School, optional for all other schools*)

#2) Focus Students: Please consult your Attachment 3: Data Analysis Summary to determine which struggling student subpopulations you will target.

#3) Outcomes & Indicators:

NOTE: *All Levy-funded schools must administer MAP in the fall and spring beginning in school year 2013-2014.*

Outcomes

- 9th graders promoting on time to 10th grade
- Students meeting standards on grade-level state tests (e.g. End-of-Course Exam in math)

Indicators

- Students meeting or exceeding typical growth goals in reading MAP
- Students meeting or exceeding typical growth goals in math MAP
- Students passing all core courses each semester
- Students absent fewer than 5 days per semester, excused or unexcused
- English language learners making gains on the Washington English Language Proficiency Assessment (WELPA)

IMPORTANT: Schools must complete an Outcome/Indicator table for each required Area of Concentration. Please read the instructions below for guidance on completing the table. An example of a completed table is included in Exhibit C. **Schools, with the exception of South Lake, should address first-time 9th graders and their sub-populations only. South Lake may focus on ALL 9th graders and their sub-populations.**

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of First- Time 9 th Grade Students	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target

Instructions:

1. (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
2. (B) Identify the specific students or “Levy focus population” you will target for services next year if awarded Levy funds. You will now analyze how this subgroup performed in SY 2011-12 to establish a baseline (columns C-F) and then insert targets for how you anticipate this subgroup will perform in SY 2013-14 if awarded Levy funds. Essentially, you are using previous data to help project future performance.
3. (C) Enter the number of students in SY 2011-12 who fall in your Levy focus population identified in (B).
4. (D) Divide (C) by the total number of 6th—8th first-time 9th graders enrolled in SY 2011-12. Estimate numbers to the best of your ability. (Note: South Lake should address ALL 9th graders).
5. (E) Of (C), enter the number of Levy focus students who achieved the outcome or indicator in SY 2011-12.

6. (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.
7. (G) Enter the number of Levy focus students you expect to meet the outcome/indicator in SY 2013-14. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2011-12 (C).
8. (H) Divide (G) by (C).

#4) Key Components:

1. 8th to 9th grade transition
2. Extended in-school learning time
3. Social/emotional/behavioral and health support
4. Family involvement

Please note that the Key Component: College and Career Readiness will be addressed in Attachment 6.

Notes:

- Please review the Key Terms section on page 2 of this RFI for more information on each of the Key Components referenced above.
- *(Innovation Tier I Schools ONLY)* If your school is addressing any Area of Concentration or Key Component with other funds, OFE may consider an exception to the requirements described in the table above. **IMPORTANT:** Please describe in your narrative how you are leveraging other funds to support strategies addressing any applicable Area of Concentration or Key Component.
- Please see Exhibit C for an example of a completed Work Plan Summary table.

ATTACHMENT 8A: MATH/SCIENCE WORK PLAN SUMMARY

Area of Concentration A: Math/Science

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the Key Terms section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 8B: READING/Writing WORK PLAN SUMMARY

Area of Concentration B: Reading/Writing

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the Key Terms section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 8C: PASSING COURSES WORK PLAN SUMMARY

Area of Concentration C: Passing Classes

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the Key Terms section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 8D: ATTENDANCE WORK PLAN SUMMARY

Area of Concentration D: Attendance

		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
Outcome/ Indicator	Description of Levy Focus Student Population	# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the Key Terms section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 8E: ENGLISH LANGUAGE ACQUISITION WORK PLAN SUMMARY

***NOTE:** The English Language Acquisition Work Plan Summary may address both first-time and repeating 9th grade ELL students.*

Area of Concentration E: English Language Acquisition

Outcome/ Indicator	Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		# of Levy Focus Students	Levy Focus Students as % of First-Time 9 th Graders OR All 9 th Graders	# Levy Focus Students Achieved Outcome/ Indicator	% Levy Focus Students Achieved Outcome/ Indicator	# Levy Focus Students	Target (%)

I. Focus Students

- a. Provide a brief explanation of why you chose to prioritize the focus students identified in the table above.

II. Strategies

- a. Describe the strategies you will implement to achieve the outcomes and indicators you have selected and, if applicable, explain how they connect to one or more of the five Key Components (see “Key Components” in the Key Terms section of this RFI).
- b. Briefly summarize the frequency and duration of the support.
- c. Explain your rationale for selecting your strategies. Include any relevant evidence (i.e. research, studies, results, etc. from implementation at similar schools).
- d. If you are leveraging other funds to support these strategies, please identify them here. Explain how these supplemental funds will be used to support your strategies.

III. Key People

- a. Briefly describe the roles and responsibilities of the key people who will deliver the proposed strategies.

IV. Partnerships and Collaborative Efforts

- a. If a community partner is providing services, identify the organization and its role in implementing your Levy strategy.
- b. Briefly describe your rationale for selecting this partner.
- c. Provide evidence for why this organization will help you achieve your results. Please provide any known information about previous results with your focus population.

ATTACHMENT 9: MANAGEMENT AND OVERSIGHT PLAN

*Responses to the Management and Oversight Plan are not to exceed **3 pages** (8½" X 11"), typed or word-processed, size 12 font with 1-inch margins, single- or double-spaced, page-numbered, single- or double-sided, and stapled with all other attachments.*

A school's ability to effectively implement their proposed Levy strategies and achieve their student outcomes depends upon having strong leadership, committed staff members, and systems and structures in place to continuously monitor student progress and make course corrections. Please provide a rationale for why your school is well positioned to be successful if awarded Levy funds.

You do not need to rewrite the entire prompt, just the headings in the following order:

You do not need to rewrite the entire prompt, just the headings in the following order:

A. Leadership, Planning, and Implementation

B. Tracking to Results

A. Leadership, Planning, and Implementation

Please discuss the key staff members and partners involved in the development and implementation of your Levy strategies as well as the barriers to ensuring you achieve your proposed results.

1. Describe the decision-making process you led in your school during your RFI development process to secure buy-in from your staff, to identify student needs, and to determine effective strategies to improve student outcomes.
2. Describe how you included community partners and, if applicable, School-Based Health Center (SBHC) staff in the RFI planning process. Detail the plan you have in place to ensure community partners continue to have input in program implementation.
3. Identify the key people within your school who will lead your Levy-funded strategies. Please describe the expertise they possess and the specific roles they will play in helping you achieve your results. Please list someone from each of your partner organizations, including your SBHC.
4. Please describe the systems you have in place or will put in place to routinely evaluate the effectiveness of implemented strategies and to make course corrections as needed.
5. Discuss the challenges you anticipate facing when implementing your strategies and the steps that you will take to mitigate. Please discuss implementation-related issues, do not discuss student or family-related challenges.

B. Tracking to Results

Please identify the ways in which staff members from classroom instructional teams to your building leadership and community partners will continuously monitor student progress and modify strategies based on regular and systematic feedback (e.g. formative assessments, observations, student work). Please describe systems currently in place and/or systems that you will enact if awarded Levy investments.

1. Describe a specific example of when you used data to diagnose student needs, develop and implement a strategy, monitor progress, and, if applicable, make course corrections, if applicable, and to achieve the desired outcome.
2. Describe the data monitoring process(es) you have in place or will put in place. Note the frequency of monitoring efforts as well as staff members responsible for overall tracking of student performance.
3. Explain how you determine or will determine on an on-going basis whether focus students are on course to achieve Levy results.
4. Briefly describe how your school and community partners will access, discuss and use data, as appropriate, to track and monitor your proposed results and adjust implemented strategies as needed.
5. Discuss how you will routinely and systematically collaborate with community partners to share student-level results.

ATTACHMENT 10: ANNOTATED BUDGET

Complete the Annotated Budget Template in Excel format to outline the personnel and non-personnel items you intend to fund with Levy dollars. Itemize commitment items and for each: (1) provide a brief description, (2) specify the low- and high-range budget, and (3) cite the related Levy Area of Concentration, Key Component, and Outcome/Indicator. Additionally, please provide a description of key job responsibilities for all personnel expenditures.

Important Notes:

- A sample annotated budget is included in the Annotated Budget Template Excel file in tab “Sample.”
- The budget references two key terms: “**base pay**” and “**performance pay**”. Schools are awarded 75% of their annual investment up front as base pay. Schools will itemize expenditures in Table 1 and Table 2 of Attachment 10: Annotated Budget Template equal to their anticipated base pay. Receipt of the remaining 25% of funds is contingent upon schools meeting their performance targets. Depending upon the outcomes and indicators selected, schools performance payments may be disbursed following semester one, semester two, or upon SPS’ release of state assessment scores in the subsequent fall.
- The budget template requires you to develop **two budget scenarios**. One budget scenario should be close to the higher end of the RFI range (i.e. \$370,000 for Tier 1 Innovation or \$170,000 for Tier 2 Innovation). The second scenario should estimate your costs at the lower end of the RFI range (i.e. \$200,000 for Tier 1 Innovation or \$100,000 for Tier 2 Innovation). The high-range budget should tie directly to the proposed strategies outlined in your Work Plan Summaries (Attachment 8).
- Schools will budget for district indirect costs.

PROCESS AND CRITERIA FOR EVALUATING RFIs

Part I: Technical Compliance Review

An RFI submission must contain the checklist items below to be considered technically compliant. If the checklist items are absent or incomplete, the proposal may be deemed not technically compliant and may not be evaluated further. OFE reserves the right to waive immaterial defects or irregularities in any submittal and to conduct follow-up phone calls to obtain additional information from complete RFIs, where clarification is needed. OFE reserves the right to screen applicants without further discussion of the application submitted.

Compliant	Technical Compliance Checklist
<input type="checkbox"/> Yes	Submitted on Time (by 4:30 p.m., January 14, 2013)
<input type="checkbox"/> Yes	Submitted 6 hard copies to OFE
<input type="checkbox"/> Yes	Submitted electronic copy to EducationOffice@seattle.gov
<input type="checkbox"/> Yes	Submitted electronic copy correctly: RFI in PDF or Word; Budget in Excel
<input type="checkbox"/> Yes	Attachments are typed, single- or double-spaced, size 12 font, 1-inch margins, page-numbered, single- or double-sided, and all attachments stapled together as one document
<input type="checkbox"/> Yes	Submitted required Attachments (differ by school, see page 10)

Part II: Rating RFI Applications

All technically compliant RFI submissions are then reviewed by a panel of internal and external evaluators and assigned a score based on the rating criteria described below.

Rating Criteria	Weight
1) Data Analysis Summary – Attachment 3	
<ul style="list-style-type: none"> • (If Applicable) Demonstrates strong understanding of current academic performance and needs of school's ELL population • Identifies student <u>subgroup</u>-level academic trends • Identifies specific subgroups requiring interventions • Identifies the underlying academic skills/knowledge and non-academic barriers affecting students' performance and links to data referenced • Substantiates assumptions by citing quantitative and qualitative data 	15
2) English Language Learner Overview – Attachment 5 <i>(Rainier Beach and Seattle World School Only)</i>	
<ul style="list-style-type: none"> • Plans to or currently demonstrates use of best practice ELL instructional models • Plans to or currently demonstrates capacity (from principal and school staff) to meet the needs of school's ELL population and improve ELL student outcomes consistent with Levy goals • Provides or plans to provide other appropriate interventions in addition to ELL direct support in the classroom 	5

<ul style="list-style-type: none"> Plans to or currently provides information to parents regarding students' academic performance and actions they can take to support their student's academic outcomes 	
3) College and Career Readiness Plan – Attachment 6 <i>(Innovation Only)</i>	
<ul style="list-style-type: none"> Presents effective plan for providing students with college and career-readiness monthly curriculum-based meetings with an advisor and annual meetings with school staff and family members Describes process for administering career interest and college-readiness assessments and discussing results and developing action plans with students and students' families/advocates. (If applicable) Describes the role and relevant expertise of partner organizations assisting with plan implementation 	5
4) School-Based Health Center (SBHC) Integration Plan – Attachment 7 <i>(excluding South Lake)</i>	
<ul style="list-style-type: none"> Reflects effective plan for collaborative planning and communication with SBHC Reflects an effective plan for targeted referral and monitoring Reflects effective plan for information and data sharing between school and SBHC Provides name of key SBHC contact 	5
5) Work Plan Summary – Attachment 8	
A. Focus Students <ul style="list-style-type: none"> Articulates a clear rationale for choosing focus students Identifies a reasonable number of focus students to serve 	5
B. Outcome and Indicators <ul style="list-style-type: none"> Selects outcomes, indicators and targets that reflect students needs, RFI requirements, and Levy goals Proposes targets that are realistic, impactful, and aggressive towards achieving Levy goals 	5
C. Strategies <ul style="list-style-type: none"> Clearly linked to student needs Fall within stated RFI requirements Maximize both positive impact on student performance and likelihood of achieving performance targets Incorporate Key Components into strategy development and implementation in accordance with RFI requirements and Levy goals (If applicable) Leverage other resources appropriately and effectively 	20
D. Key People <ul style="list-style-type: none"> Roles and responsibilities are clearly defined Staff assignments are appropriate for the strategy being implemented 	5
E. Partnerships and Collaborative Efforts <ul style="list-style-type: none"> Reflect an approach to partnerships that is well coordinated with clear roles and deliverables for each partner Utilize community partnerships effectively to address the needs of focus students 	10

6) Management and Oversight Plan – Attachment 9	
<p>A. Leadership, Planning, and Implementation</p> <ul style="list-style-type: none"> • Provides evidence of school and community partner (including SBHC) buy-in of proposed work plan • Reflects approach that is inclusive and effectively leverages support from school staff, community partners, and SBHCs • Demonstrates how community-based partners are integrated into ongoing implementation of strategies • Identifies appropriate key people to organize and manage implementation Levy investment • Describes systems to routinely evaluate the effectiveness of implementation and to make course corrections as needed. • Demonstrates clear understanding of possible barriers to success and strong potential for effectively navigating those barriers 	20
<p>B. Tracking to Results</p> <ul style="list-style-type: none"> • Provides a specific example of previous experience using data to identify a student need, develop and implement a strategy, monitor progress, and, if applicable, make course corrections to achieve the desired outcome • Demonstrates strong capacity to effectively monitor progress in achieving specified targets and adjust strategies as needed. • Demonstrates how community-based partners will have access to academic data of focus students • Demonstrates routine and systematic data sharing between school and community partners 	20
7) Annotated Budget – Attachment 10	
<ul style="list-style-type: none"> • Proposes a high-range budget aligned to Attachment 8: Work Plan Summaries • Clearly describes expenditures and makes connections to how they connect to specific areas of concentration and/or strategies • Prioritizes expenditures to maximize quality and effectiveness of implementation • (If applicable) Leverages other resources effectively 	10
Maximum Rating	125

Evaluation Process

As part of the evaluation process, OFE may ask applicants to participate in an in person interview to provide additional information and/or clarify elements of their submitted plan. Please see the timeline on pages 7-8 to confirm dates on which these interviews may occur. Schools should bring key people and relevant partners to these meetings. Please limit the number of attendees to 10 people.

Contract Negotiations

If an RFI is selected for funding, the applicant school should be prepared to accept the terms they proposed for incorporation into a contract resulting from this RFI.

RFI applicant schools should be prepared to discuss and negotiate aspects of their RFI prior to completing the contract. These aspects may include but are not limited to the amount of funding, the proposed targets, and/or proposed strategies.

OFE reserves all rights not expressly stated in the RFI, including award of partial funding and negotiating with any applicant regarding the amount of funding and other terms of any contract resulting from this RFI. If OFE and any school selected under this RFI are unable to come to agreement on a final contract, OFE may, in its discretion, choose not to provide funding.

Information about contract requirements is included in Exhibit D.

RESPONSE SUBMISSION

Paper and electronic responses must be received by Monday, January 14, 2013 at 4:30 p.m. Please mail or hand-deliver six (6) paper copies of your RFI to the address provided below. All RFI attachments must be stapled together into one document. You must also send the files by email (see instructions below).

Reminders:

- ☐ Responses should not be sent with covers, binders or computer disks
- ☐ Links embedded in the narrative will not be opened and, therefore, will not be considered as part of the RFI
- ☐ Do not include Annual Reports
- ☐ Do not include student-identifiable data
- ☐ Do not include Letters of Support

I. **Submit six (6) paper copies:**

By US mail: Office for Education
RFI – High School Innovation
P.O. Box 94649
Seattle, WA 98124-4649

Hand-deliver
or FedEx/UPS: Office for Education
RFI – High School Innovation
Seattle Municipal Tower
700 5th Avenue, Suite 1700
Seattle, WA 98104

II. **Email an electronic copy to:** EducationOffice@seattle.gov

- You will submit two files only: (1) RFI in MS Word or Adobe PDF and (2) RFI Budget in Excel.
- Please use the following naming convention for the electronic files:
RFI: SchoolName_HighRFI. Ex. *RainierBeach_HighRFI*
Budget: SchoolName_HighRFI_Budget. Ex. *RainierBeach_HighRFI_Budget*
- Use the same format for your email Subject Heading: [SchoolName]_HighRFI.

Direct submittal process questions to: Kathryn Aisenberg via email (Kathryn.Aisenberg@seattle.gov) or phone (206-684-8365).

Please use the following checklist to ensure a complete submission. Please note that the number of required attachments will vary by school. Please see page 10 for school-specific submission requirements.

Complete	RFI Checklist Items
<input type="checkbox"/> Yes	Submitted required Attachments (differ by school, see page 10)
<input type="checkbox"/> Yes	Attachment 1: Cover Sheet - Cover sheet completed
<input type="checkbox"/> Yes	Attachment 2: School Narrative – <i>Optional</i> – Completed, if desired, and does not exceed 2 pages.
<input type="checkbox"/> Yes	Attachment 3: Data Analysis Summary completed and does not exceed 4 6 pages. (<i>Note: Part I: English Language Acquisition is only required for Rainier Beach and Seattle World School.</i>)
<input type="checkbox"/> Yes	Attachment 4: School-Level Data Sample(s) attached.
<input type="checkbox"/> Yes	School-Level Data Sample(s) do not include identifiable student information and meet the guidelines outlined in Attachment 4.
<input type="checkbox"/> Yes	Attachment 5: English Language Learner Overview completed and does not exceed 2 pages. (<i>Note: Only required for Rainier Beach and Seattle World School.</i>)
<input type="checkbox"/> Yes	Attachment 6: College and Career Readiness Plan completed and does not exceed 3 pages.
<input type="checkbox"/> Yes	College and Career Readiness Plan addresses 3 requirements outlined on page 18. Schools may include additional strategies.
<input type="checkbox"/> Yes	Attachment 7: School-Based Health Center Plan – completed and does not exceed 3 pages. (<i>Note: Excluding South Lake</i>)
<input type="checkbox"/> Yes	Applicable Attachment 8: Work Plan Summaries completed (see pages 40 22- 25 for school-specific requirements) and do not exceed 42 pages cumulatively specified cumulative page requirements (including tables).
<input type="checkbox"/> Yes	Work Plan Summaries include at least one outcome where students meet grade-level state standards on math and/or reading, after failing to do so the previous year.
<input type="checkbox"/> Yes	Attachment 9: Management and Oversight Plan completed and does not exceed 3 pages.
<input type="checkbox"/> Yes	Attachment 10: Annotated Budget completed in Excel with both a lower and higher end range.
<input type="checkbox"/> Yes	Applicable attachments 2, 3, 5, 6, 7, 8, and 9 are typed, single- or double-spaced, size 12 font, 1-inch margins, all attachments stapled together as one document
<input type="checkbox"/> Yes	6 hard copies submitted to OFE by 4:30 p.m., January 14, 2013.
<input type="checkbox"/> Yes	Electronic copy submitted correctly (RFI in PDF or Word, Budget in Excel) to EducationOffice@seattle.gov by 4:30 p.m., January 14, 2013.
<input type="checkbox"/> Yes	RFI complete

SCHOOLS' APPEALS PROCESS

The Office for Education (OFE) will notify applicants in writing of the acceptance or rejection of the submittal, and, if appropriate, the level of funding to be allocated. Written notification will be via email to the email address submitted on the cover sheet.

Any applicant wishing to appeal the decision must do so in writing within four (4) business days of the email notification of OFE's decision. An appeal must clearly state a rationale based on one or more of the following criteria:

- Violation of policies or guidelines established in this RFI.
- Failure to adhere to published criteria and/or procedures in carrying out the RFI process.

Appeals must be sent by mail or by e-mail to Holly Miller, Director, Office for Education, 700 5th Avenue, Ste. 1700, P.O. Box 94649, Seattle, WA 98124-4649, Holly.Miller@seattle.gov.

The OFE Director (or her designee) will review the written appeal and may request additional oral or written information from the applicant. A written decision from the OFE Director (or her designee) will be sent within four (4) working days of the receipt of the appeal. This decision is final.

EXHIBIT A: OVERVIEW OF RFQ AND RFI PROCESSES

Part I: Request for Qualifications (RFQ) – Community Organizations only

There is no Levy funding tied to the RFQ process. The purpose of the RFQ process is to identify individuals and organizations that meet OFE standards for providing Levy-funded programs. The RFQ process is designed to determine which entities have a track record of successfully achieving positive academic outcomes tied to key Levy outcomes and indicators. Entities approved through the RFQ process are then eligible to partner with Levy-funded schools to assist with their execution of Levy strategies and programming. Individuals and organizations receiving cumulative Levy funding exceeding \$5,000 per school year from Seattle Public Schools' elementary, middle, and high school levy funds must be approved through the Levy RFQ process.

Please visit <http://www.seattle.gov/neighborhoods/education/funding.htm> for additional information regarding the RFQ process and approved entities. The 2013-2014 SY RFQ process is currently underway and OFE anticipates posting the approved RFQ organization listings to the OFE website in early December.

Request for Program Information (RFPI) – OPTIONAL for approved RFQ organizations

As a service to schools interested in applying for Levy funds, OFE has compiled program information from RFQ approved organizations and individuals for schools to reference during the development of their Innovation School Request for Investment (RFI) submittals. Schools are encouraged to review organizations' RFPIs to learn more about potential community partnership opportunities in delivering Levy-sponsored strategies and programming. The information contained within RFPIs is intentionally very similar to the information schools will need in order to complete their RFI submission.

OFE encourages school to visit the OFE website, <http://www.seattle.gov/neighborhoods/education/ApprovedAgencies.htm>, to view a list of approved organizations and individuals, as well as their submitted RFQ and RFPI materials. Schools should consult the list of approved providers when making community partnership and budget decisions.

Part II – Innovation School Request for Investment (RFI)

OFE invites schools to apply for High School Innovation Levy funding through the Request for Investment (RFI) process. The broad objectives of the High School Levy investments are to achieve specific student-centered results aimed at reducing the achievement gap and promoting students' success in school, college, and career. Through the RFI process, schools will identify their Levy focus students, propose strategies to address these students' academic and non-academic needs, and commit to meeting specific outcomes and indicators to measure the success of their implemented strategies.

Schools may partner with organizations approved through the RFQ process to deliver Levy-funded programming in an effort to improve student results. As noted above under Part I, organizations receiving more than \$5,000 in cumulative Levy funding in a school year across all school Levy investments must be approved through the RFQ process. Organizations that expect to receive less than \$5,000 per school year in cumulative Levy investments are not required to qualify through the RFQ process.

EXHIBIT B: CHARACTERISTICS OF STRONG RFI APPLICATIONS

A well-written and thoughtful RFI application does the following:

- Ensures implemented programs and activities are aligned with academic content standards and assessments (Common Core Standards).
- Provides a detailed rationale for why the school selected the particular Levy focus students and for why the stated strategies will be effective.
- Uses a tiered approach to intervention that addresses multiple barriers to success for students who are performing below grade level or exhibit other risk factors.
- Links desired outcomes to research-based strategies.
- Demonstrates knowledge of how to insure high-quality implementation of strategies to ensure maximum results.
- Specifies what data elements are reviewed, with what frequency (i.e. daily, weekly, monthly, etc.), and by whom to assess the success of the various strategies implemented
- Employs systems for tracking and sharing data among school instructional staff, Expanded Learning Providers, and families.
- Details the specific systems and protocols for routinely coordinating with community partners to discuss student progress towards goals and to make programmatic adjustments accordingly.
- Develops a protocol for assessing and serving students who enter a school mid-year – a major risk factor for student success.
- Ensures that staff have opportunities for joint professional development and access to materials that support academic interventions for a variety of students including English language learners, immigrants, and refugees.
- Details how the school will coordinate with community partners and other actors to leverage funds and resources to increase the impact of Levy-funded strategies.

EXHIBIT C: WORK PLAN SUMMARY EXAMPLE

Area of Concentration A: Math

(A) Outcome/ Indicator	(B) Description of Levy Focus Student Population	Previous Results – SY 2011-12				Projected Results – SY 2013-14	
		(C) # of Levy Focus Students	(D) Levy Focus Students as % of First-Time 9 th Graders	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
% of first-time 9 th graders passing EOC Algebra exam	Incoming First-time 9 th graders scored level 1 or 2 on 8 th grade math MSP	125	14%	46	37%	60	48%
% of students meeting or exceeding typical spring-to-spring growth in math	First-time 9 th graders with fall math RIT score < 223	25	3%	12	48%	20	80%
% of students meeting or exceeding typical spring-to-spring growth in math	African American & Latino first-time 9 th grade students	62	7%	26	42%	38	61%

Instructions:

9. (A) Enter an outcome or indicator from the list provided. Schools may use the same measure more than once for different focus populations.
10. (B) Identify the specific students or “Levy focus population” you will target for services next year if awarded Levy funds. You will now analyze how this subgroup performed in SY 2011-12 to establish a baseline (columns C-F) and then insert targets for how you anticipate this subgroup will perform in SY 2013-14 if awarded Levy funds. Essentially, you are using previous data to help project future performance.
11. (C) Enter the number of students in SY 2011-12 who fall in your Levy focus population identified in (B).
12. (D) Divide (C) by the total number of 6th—8th first-time 9th graders enrolled in SY 2011-12. Estimate numbers to the best of your ability. (Note: South Lake should address ALL 9th graders).
13. (E) Of (C), enter the number of Levy focus students who achieved the outcome or indicator in SY 2011-12.
14. (F) Divide the number of students in (E) by (C) to derive the % of Levy focus students who achieved the outcome or indicator.

- 15.(G) Enter the number of Levy focus students you expect to meet the outcome/indicator in SY 2013-14. For this exercise, assume that the total number of Levy focus students served is roughly equivalent to the actual number in SY 2011-12 (C).
- 16.(H) Divide (G) by (C).

EXHIBIT D: CONTRACTUAL REQUIREMENTS

In addition to the provisions of the Master Agency Agreement that is in place between the City of Seattle's Office for Education and Seattle Public Schools (SPS), herein referred to as the Agency, the schools selected for FEL investments will need to adhere to the following additional contractual conditions that will be detailed in a Project Agreement with SPS. The Project Agreement will include the following sections.

I. OUTCOMES AND SCOPE OF WORK

Section 100. Outcomes and Scope of Work

Throughout the term of the Project Agreement, the Agency shall further the City's Families and Education Levy Goals included in Exhibit A (*description of overall project outcome and indicator targets*) to the Master Agency Agreement and achieve the outcome and indicator targets described in Exhibit A by providing the Scope of Work that is consistent with the program descriptions set forth in Exhibit B (*detailed project description*).

Section 105. Term

The Project Agreement shall begin on **September 1, 2013** and expire on **August 31, 2014**.

II. PAYMENT, RECORDS, AND AUDIT

In addition to all provisions of Section II of the Master Agency Agreement:

Section 205. Compensation

The City shall pay the Agency up to \$XX ("Contract Price"). The total Contract Price includes two types of compensation: \$XX (75%) in Base Pay and \$XX (25%) in Performance Pay. As used in this Agreement, "Base Pay" means reimbursement for the Agency's actual and approved costs that are identified in Exhibit D (*total project budget*). "Performance Pay" means payment that is earned only upon Agency's demonstration that the Work timely achieves the Outcome and Indicator Targets identified in Exhibit A. Performance Pay is payable according to the outcome and indicator compensation table in Exhibit D. In no event shall the total Contract Price exceed \$XX.

Section 260. Reports and Information

In addition to all requirements in the Master Agency Agreement and the Tracking to Results Requirements described in Exhibit C (*tracking to results requirements*), the Agency shall timely furnish such other reports and information as may be requested by the Director related to this Agreement or the Work, including statements and data demonstrating the achievement of the minimum Outcome and Indicator Targets set forth in Exhibit A (*description of overall project outcome and indicator targets*). The City shall have the right to withhold payment, to the extent that missing or inadequate documentation does not demonstrate entitlement to payment.

III. ADDITIONAL TERMS OF PERFORMANCE

200. Approved Subcontractors

As required by Section 540 of the Master Agency Agreement, the City approves the following subcontractors for the scope of work described below:

- (*list here once known*)

210. Required Subcontract Terms

The Agency shall include the terms and conditions in this Section 210 in all Agency subcontracts for work funded through this Project Agreement.

- a. As required by Ordinance 123567, Subcontractor shall comply with all applicable federal, state and City laws and regulations requiring non-discrimination in employment, and Subcontractor shall strive to employ a workforce reflective of the City's diversity.
- b. Without limiting the generality of the foregoing, Subcontractor shall not discriminate against any employee or applicant for employment because of race, color, age, sex, marital status, sexual orientation, gender identity, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory, mental or physical handicap, unless based upon a bona fide occupational qualification. Subcontractor shall make affirmative efforts to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, age, sex, marital status, sexual orientation, gender identify, political ideology, creed, religion, ancestry, national origin, or the presence of any sensory mental or physical handicap. Such efforts shall include, but not be limited to the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay, or other forms of compensation and selection for training.